

63202 - Society, Family and Group Processes

Syllabus Information

Academic year: 2023/24

Subject: 63202 - Society, Family and Group Processes

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 584 -

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ECTS: 4.0

Year: 1

Semester: First semester

Subject type: Compulsory

Module:

1. General information

The subject Society, Family and Group Processes is aimed at acquiring a sociological and psychosocial vision of the influence of the social context in the educational community from the role of secondary, high school, professional training and language, artistic and sports education teachers in the management of the teaching-learning process in the school. The subject consists of two integrated units, one formed by the sociological vision referring to the social and family context of the educational process and a second psychosocial oriented to social interaction and coexistence in the classroom. The subject is developed in different levels of analysis, a societal level to understand the relationship between society and education and the essential role of families and their link to the educational community, and a group level from which to understand the social behaviour (intra-interpersonal and intra-intergroup) of the group-class in the classroom, providing the teacher with theoretical and practical elements for the management of coexistence in the educational context. The subject does not have previous recommendations to be taken. Its approaches are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda: Goal 3: Health and wellness; Goal 4: Quality education; Goal 5: Gender equality; Goal 10: Reduction of inequalities; Goal 16: Peace, Justice and Strong Institutions

2. Learning results

In order to pass this subject, the students shall demonstrate they have acquired the following results:

1. -To know, analyse and value the relationships between society and education and to understand the links between the social system and the educational subsystem.
2. -To describe, relate and interpret the incidence of the different family contexts in education, and to value the relationships between the school institution, the family and the community for the development of integral education.
3. -To explain the elements, phases and agents involved in communication, being able to apply this analysis to classroom interaction and design social participation strategies that favour group coexistence and cooperation.
4. -To plan, apply and evaluate active, participative and collaborative teaching-learning methodologies, adapting them to the group process, relational structure and classroom interaction processes.
5. -To apply conflict resolution techniques and strategies that favour attention to equity, emotional and values education, equality of rights and opportunities between men and women, and use them when planning the resolution of conflictive cases in the educational context.

3. Syllabus

Sociology

1. Introduction
2. Information Society and Education
3. Society, Family and Education
 - 3.1. Introduction: Multiple socializations
 - 3.2. Primary socialization. Family configurations and relations with the educational system
 - 3.3. Secondary socialization. Relationships among equals. Multiculturalism. Gender relations
4. Social determinants, inequality and education

Social Psychology

5. Introduction.
6. The classroom as a group: analysis and dynamization of participatory group processes
 - 6.1. Group structure and processes.
 - 6.2. Dynamization of participatory group processes
7. Power relations in the classroom and in the educational community
 - 7.1. Leadership models
 - 7.2. Social influence processes
8. Basic processes of interaction and communication for the management of diversity in the classroom (cultural, social and gender)
 - 8.1. Perception and social attribution
 - 8.2. Prejudices and stereotypes

4. Academic activities

The work methodology of the subject combines the exposition of the theoretical and practical general contents of the topics by the faculty, with practical sessions where work related to the practical classes and directed work in large groups, small groups, and individuals are carried out in order to promote the applicability of the theoretical contents of the subject to the reality of the educational context. Each teacher responsible for the subject determines with their group of students the treatment to be followed in each of the thematic nuclei, respecting the necessary methodological plurality and favouring the relationship with the Practicum.

The learning activities incorporated in the teaching-learning process are: (1) expository sessions , (2) active learning methodologies, (3) elaboration of assignments, (4) oral presentation and discussion of assignments, (5) tutorials and, (6) use of group techniques (cognitive, conative and emotional) to dynamize the group-class.

Materials available in Moodle are used to work and relate theoretical contents with practical cases , group techniques linked to teaching practice and classroom interaction contexts. The calendar of face-to-face sessions and presentation of papers will be communicated through the Digital Teaching Ring (ADD) at the beginning of the subject. The dates of final exams can be consulted on the web page of the different faculties that teach the degree.

5. Assessment system

The student must demonstrate achievement of the intended learning results through the following assessment activities:

The student's evaluation will be summative with evaluable activities during the teaching period and a final test:

1. **-Evaluable activities during the teaching period (50% of the final grade). Work linked to practical classes and directed work.** These tasks are carried out on the contents of practical character related to the knowledge of the theories, techniques, resources and tools of the subject and their application, both in the area of Sociology and Social Psychology in an equitable way. Students carry out the different practices individually or in groups in the classroom on the topics covered in the areas of Sociology and Social Psychology. These practices are presented before the written exam . In the practical part of the subject a minimum of 5.0 must be obtained and, the student must attend 80% of the practical sessions in order to be able to average with the grade of the theoretical part. The participation of the students during the practical classes and the development of the work is a fundamental criterion to be eligible for this type of evaluation. If the student does not pass this part or cannot attend the practices normally, they must take the global test (see the corresponding section).

2. **-Final evaluation activities (50% of the final grade): Written examination.** The exam consists of questions from the Sociology and Social Psychology parts equally, being necessary to obtain a minimum of 5.0 in the exam to be able to average with the practical part. The multiple-choice test has 4 alternative answers and only one of the options is valid. The correct questions are worth 1 point of the total number of questions available in the multiple-choice test. The error deducts 0.33.

Grading criteria and requirements for passing the subject

It is necessary that both parts (written exam and, work related to the practical classes and directed work) are passed to pass the course. A pass in one of the parts is kept until the second call.

The evaluation of the subject will be carried out at the end of the academic period according to the exams calendar of the center where the master's degree is taught.

The specific characteristics of these evaluable activities (*including their corresponding indications* to guide their elaboration, the specific evaluation and grading criteria and delivery dates) will be communicated through specific documents that will be available in the Digital Teaching Ring (ADD), at the beginning of the teaching period and will be communicated on the first day of class to facilitate the strategic planning of the subject follow-up.

Global test and second call

Students who have not completed or passed the evaluable activities carried out throughout the term, which have an important weight in the grade, want to take a single test to pass the subject or wish to raise the grade of the practices, will be graded according to the evaluation rules established by the University of Zaragoza, in a single test (100% of final evaluation) to be held on the dates established by the center. This single, written test incorporates both theoretical elements (written exam under the same conditions as in the summative evaluation) and applied elements (practical cases to be solved on the day of the exam) both in the area of Sociology and Social Psychology, in such a way that, as a whole, it allows to verify the achievement of competencies similar to those of the students who have followed the previous format.

The **second call** has the format of the final global evaluation if both parts are failed. If the written test or the evaluable activities are passed, their grade is kept until the second call, if students do not want to opt to improve the final grade. If a part of the subject is passed, the best of the grades obtained will prevail in any case.

Fifth and sixth calls

The students of the 5th and 6th call are evaluated with the same evaluation system as the rest of the students. In any case, in order to develop the teaching of this subject and to accredit the achievement of its competences, the student may choose either of these two options:

1. -To continue teaching in the group-class in which they are enrolled if they request it at the secretary's office in due time.
2. -To specify with the board of examiners the type of evaluation to be carried out (global or evaluable activities throughout the year and final exam) and the specific development of each type.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.